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ABSTRACT

In this paper, the author describes a game that is played by the school administration, faculty, staff, students, and parents in order to improve a school curriculum. The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. A player is given 20 Play money bills, each in the denomination of $100, and he spends the money according to the amount of educational time and effort he feels should be devoted to a particular area. Choices are made within the nine areas of the 3 R's; social studies; science; work world; the arts; health, P.E., and safety; making choices; relationship with others; and development of self. Participants are also asked to rank their current school program (for a specific grade level) in each of these nine areas. Responses are then tabulated by computer and when the results are in, the school can move forward in curriculum development in accordance with the priorities of the school community. This publication contains a copy of the game, describes its development, and presents a case study of its implementation in an Atlanta school district. The community public relations and administration and costs of the game are also discussed. (Author/DN)

ED 093036

INVOLVING PARENTS, STUDENTS, AND STAFF IN DETERMINING A NEEDS ASSESSMENT OF EDUCATIONAL PRIORITIES

by

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Presented at NAESP annual convention, Anaheim, California
April 27-May 2, 1974

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EA 006 163

INVOLVING PARENTS, STUDENTS, AND STAFF IN DETERMINING
A NEEDS ASSESSMENT OF EDUCATIONAL PRIORITIES

Everybody's a winner in a new game which is played by the school administration, faculty, staff, students, and parents.

Called the "Bonanza" game, the goal of the program is an improved school curriculum.

"Although it is played like a game, results of the 'Bonanza' program can be very helpful determining exactly what kind of education parents, students, and school personnel feel is needed. The Bonanza Game helps to find out the type of education students want, the type of education parents want for their children, and what they think about the present school curriculum. The "School Program Bonanza Game," with its comic strip format, is scientifically designed to give the answers.

The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. Each player is given 20 $100 play money bills and spends the money according to the amount of educational time and effort he feels should be devoted to a particular area.

For example, one of the nine areas is devoted to vocational training. If the player feels no planned job preparation is needed at a particular school level, he spends none of his money for that area. If he believes some study about work is needed, he spends $200 for the second category, and, if on the job career training is needed, he spends $400 for the third category. Each educational area has three categories for the players to determine where most emphasis should be placed.

The business of evaluating a school program has traditionally involved only the professional staff, but, rather than being arbitrary students and lay people are brought in on the decision-making. Including the school community in curriculum planning is unusual in education, but attitudes and ideas in a school system can become so ingrown that the system becomes divorced from the community and no longer serves its total educational needs.

The "Bonanza Game" survey was designed by Dr. David Mullen, professor of education at the University of Georgia. Areas and choices used in the game were derived from the "Goals for Education in Georgia" developed by the State Department of Education.

The survey was drawn up to help discover the goal area priorities that exist in any particular school community and results also provide an overall rating of "poor," "Average," or "good" for the existing program. Priorities listed on the game include the three R's; social studies; science, vocational training, the arts, health, physical development, and safety; making choices; relationships with others; and development of self.

The administration, staff, students, faculty and parents interested in the education program make their desires known by playing the "Bonanza Game ". Their opinions are computerized at the University, and, when the results are in, the school can move forward with the high program using the educational priorities of the school community as a foundation for improvement.

School Program
BONANZA GAME

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BY DAVID J. MULLEN
PROFESSOR OF EDUCATION
UNIVERSITY OF GEORGIA
1971
COPYRIGHT

You are about to have a chance to show what parts of the school program are important to you. You are also going to be able to tell how "good" or "not so good" you think your school is in certain areas.

There are no right or wrong answers. Nobody but you will know what answers you mark. All answers will be used to help make your school the way you want it to be.

STUDENTS:	"Play the game" and check the *one* grade level on the answer sheet for the grade which you are in at this time.
PARENTS:	"Play the game" and check the *one* grade level on the answer sheet for the grade which your son or daughter who brings this home to you is in.
SCHOOL STAFF:	"Play the game" and check the *one* grade level on the answer sheet for which you carry a major responsibility or interest.
LAYMEN:	"Play the game" and check the *one* grade level on the answer sheet for which you have the greatest interest.
BOARD OF EDUCATION:	"Play the game" for each of the three grade levels if all grade levels in the system are being surveyed. Each time you play, fill out a separate information and answer sheet or if only one school is involved play it for the main grade level of the school in your system which is doing this survey.

Take your answer sheet and fill out the GENERAL INFORMATION part. Use only a soft lead pencil. If you make a mistake erase completely.

After you fill out the GENERAL INFORMATION part then read the directions on the inside page of this booklet.

For use or further information about the Bonanza Game write to:

School Program Development Corporation
147 Chinquapin Way
Athens, Georgia 30601

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1 THE 3R'S READING, 'RITING AND 'RITHMETIC

LEARN ENOUGH 3R's TO GET ALONG IN THE WORLD.

B | 0 BILLS ($0)

LEARN ENOUGH OF BASIC SKILLS TO FINISH HIGH SCHOOL.

b | 2 BILLS ($200)

LEARN 3R's WELL ENOUGH TO BE PREPARED TO GET INTO COLLEGE.

c | 4 BILLS ($400)

2 THE SOCIAL WORLD SOCIAL STUDIES

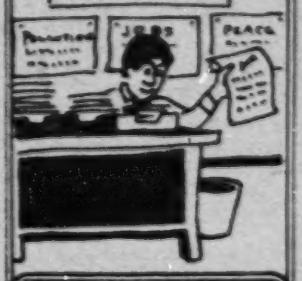
LEARN ENOUGH SOCIAL STUDIES TO GET ALONG.

a | 0 BILLS ($0)

LEARN BASIC FACTS ABOUT HOW MEN LIVE TOGETHER.

b | 2 BILLS ($200)

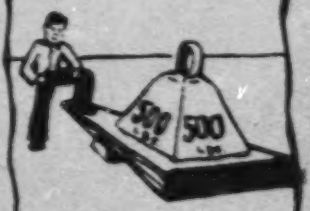
USE SOCIAL STUDIES TO UNDERSTAND MAN'S PRESENT AND FUTURE SITUATION



c | 4 BILLS ($400)

3 THE PHISICAL WORLD SCIENCE

LEARN SCIENCE TO LIVE EASIER IN THE PHYSICAL WORLD.



B | 0 BILLS ($0)

LEARN BASIC FACTS ABOUT THE WORLD OF SCIENCE

b | 2 BILLS ($200)

LEARN SCIENCE FOR LATER CAREER.

C | 4 BILLS ($400)

VV

4. THE WORK WORLD VOCATIONAL

NO PLANNED JOB PREPARATION PROGRAM

a ○ BILLS ($0)

STUDY ABOUT WORK

b 2 BILLS ($200)

ON-THE-JOB CAREER TRAINING

c 4 BILLS ($400)

5. THE ARTS MUSIC, ART, DRAMA, DANCE

NO PLANNED PROGRAM IN THE ARTS

a ○ BILLS ($0)

LEARN TO PERFORM IN ONE OR MORE OF THE ARTS

b 2 BILLS ($200)

MAKE THE ARTS PART OF EVERYDAY LIFE

c 4 BILLS ($400)

6. HEALTH, PHYSICAL DEVELOPMENT AND SAFETY

NO PLANNED HEALTH, PHYSICAL DEVELOPMENT AND SAFETY PROGRAM

a ○ BILLS ($0)

GENERAL PROGRAM IN HEALTH, PHYSICAL EDUCATION AND SAFETY — EMPHASIZING ATHLETICS

b 2 BILLS ($200)

MAKE HEALTH, PHYSICAL DEVELOPMENT AND SAFETY PART OF EVERYDAY LIFE

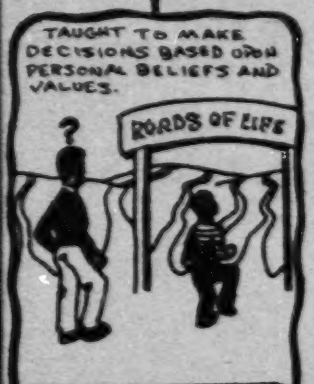
c 4 BILLS ($400)

vi vi

7. MAKING CHOICES

a 0 BILLS ($0)

b 2 BILLS ($200)



c 4 BILLS ($400)

8. RELATIONSHIPS WITH OTHERS

a 0 BILLS ($0)

b 2 BILLS ($200)

c 4 BILLS ($400)

9. DEVELOPMENT OF SELF

a 0 BILLS ($0)

b 2 BILLS ($200)

c 4 BILLS ($400)

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SCHOOL PROGRAM BONANZA GAME

DIRECTIONS

If you have not filled in the General Information part of the answer sheet, do that right now. Use only a soft lead pencil to mark your answers. Erase completely if you make a mistake.

Remember to "play the game" for the grade level you checked in #1 on the answer sheet. It tells you on the front page which grade level to check.

How To Play The Game

Have you ever gone shopping in a department store? Remember how there are things in each department which you would like to buy but because you do not have enough money you have to make choices?

This game is a little like buying things in a department store. In the game you have 20 $100 play money bills. There are 9 areas (like departments in a department store) and each area has 3 pictures (things you can buy in that department). The first pictures in each area do not cost any money. The second pictures in each area cost 2 bills or $200. The third pictures in each area cost 4 bills or $400. To make a choice you must pay the price marked on each picture.

You do not have enough money to pick all the pictures so you must pick the ones most important to you. You must spend *all* your 20 bills. Also, you must put the exact number of bills called for under each picture. If you do not spend any money in an area that means that you think the thing shown in the first picture is ok.

For example in area 1. The 3R's

a - 0 bills $0 - 3R's to get along

b - 2 bills $200 - basic skills

c - 4 bills $400 - get into college

If you think that it is ok to learn enough 3R's to get along and want to spend your 20 bills in other areas, then do not put any bills on b (basic skills) or c (get into college). Go through the pictures in each of the 9 areas and spend your money for the most important things. Remember when you do not spend any money in an area that means the first picture in that area is ok.

Playing the Game

1. Tear or cut off one strip of $100 bills.
2. Read and look at the pictures in each area *from top to bottom*. Spend your money by tearing or cutting off 2 or 4 $100 bills as you need them.
3. You may change your mind by picking up your money and placing it on another picture.
4. When you have made your final choices then mark your answer sheet. Mark (a) if you did not place any money in an area. Mark (b) if you put 2 bills on the second picture in an area. Mark (c) if you put 4 bills on the third picture.

Rating Your School

After you mark the answer sheet showing how you spent your money then you are ready to rate your school.

Forget the game and think about how "good" or "not so good" your school is in each of the 9 areas. Rate each area as: POOR, FAIR, OK, GOOD or GREAT.

Better Schools: Newnan Shoots for "Prize"

NEWNAN, Ga. - There's a new game in town. Four thousand people will play it, and everybody wins the grand prize - an improved elementary school program for Coweta County school children.

It sounds frivolous to suggest that an improved elementary program could be pulled out of a hat and offered as a game prize. And when one sees intelligent men and women, some of them professional educators, playing the game, shuffling gem clips back and forth across a comic strip page, he knows for sure that the school system has gone bananas.

Actually, the system's gone "Bonanza," and there's a method in its madness. The school system wants to find out what kind of education students want, what kind of education parents want for their children, and what they think about the present elementary school program. The "School Program Bonanza Game," with its comic strip format and gem clips, is scientifically designed to give the answers.

THE BUSINESS of evaluating a school program has traditionally involved only the professional staff, but, rather than being arbitrary about it this year, the Coweta County School System's elementary planning committee recommended that students and lay people be brought in on the decision-making.

Including the school community in curriculum planning is unusual in education, but the committee felt that professional attitudes and ideas in a school system can become so ingrown that the system becomes divorced from the community and no longer serve its total educational needs.

Dr. David Mullen, Professor of Education at the University of Georgia, was commissioned to design a survey form for Coweta County, and the "Bonanza Game" is the result. The areas and choices used in the game were derived from the "Goals for Education in Georgia" developed by the State Department of Education.

In Dr. Mullen's words, "It is easy to realize that any one school or school system cannot hope to accomplish all of these goals.

"THE 'BONANZA Game' helps to discover the goal area priorities which exist in any particular school community. In addition, it provides for a perceived overall rating of "poor', 'average' or 'good' for the existing program."

The "goal area priorities" listed on the game are the three R's; social studies; science; vocational; the arts; health, physical development and safety; making choices; relationships with others, and development of self.

Students, teachers, and parents in schools housing primarily the elementary grades; citizens advisory committees, and others interested in education in Coweta County will make their desires known via the game next week. Their opinions will be computerized at the University, and, when the results are in, the school system can move forward with the elementary program using the educational priorities of the school community as a foundation for improvement.

Atlanta Constitution
Atlanta, Georgia
Sunday, May 9, 1971

DO NOT FOLD OR BEND

SCHOOL PROGRAM BONANZA GAME ANSWER SHEET

Priorities HOW YOU SPENT YOUR MONEY	CATEGORY	Ratings HOW YOU RATE YOUR SCHOOL
1. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	1. THE 3R's (reading) (writing) (arithmetic)	1. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
2. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	2. SOCIAL STUDIES	2. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
3. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	3. PHYSICAL WORLD (science)	3. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
4. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	4. WORK WORLD	4. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
5. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	5. THE ARTS	5. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
6. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	6. HEALTH P.E. SAFETY	6. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
7. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	7. MAKING CHOICES	7. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
8. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	8. RELATIONSHIP WITH OTHERS	8. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great
9. ____ a. $ 0 ____ b. $ 200 ____ c. $ 400	9. DEVELOPMENT OF SELF	9. ____ a. poor ____ b. fair ____ c. OK ____ d. good ____ e. great

GENERAL INFORMATION

DATE _____

SCHOOL SYSTEM _____

SCHOOL NAME _____

CITY _____ STATE _____

1. **GRADE LEVEL**
   - ____ a. 1st to 5th grade
   - ____ b. 6th to 8th grade
   - ____ c. 9th to 12th grade

2. **YOUR POSITION**
   - ____ a. student
   - ____ b. teacher
   - ____ c. other certified staff *(principal, librarian, etc.)*
   - ____ d. parent
   - ____ e. interested layman
   - ____ f. board of education member

3. **YOUR RACE**
   - ____ a. black
   - ____ b. white
   - ____ c. other

4. **YOUR SEX**
   - ____ a. male
   - ____ b. female
   - ____ c. both parents *(when they answer together)*

5. **STUDENTS ONLY** – **PLANS AFTER HIGH SCHOOL**
   - ____ a. get a job
   - ____ b. be a housewife
   - ____ c. join the armed forces
   - ____ d. go to vo-tech or business school
   - ____ e. go to college
   - ____ f. do not know

6. **PARENTS & LAYMEN ONLY** – **TOTAL FAMILY INCOME**
   - ____ a. up to $5,000 a year
   - ____ b. $5,000 to $10,000 a year
   - ____ c. $10,000 to $15,000 a year
   - ____ d. $15,000 to $20,000 a year
   - ____ e. over $20,000 a year

7. **SCHOOL STAFF ONLY** – **YEARS EXPERIENCE IN EDUCATION**
   - ____ a. under 5 years
   - ____ b. 5 to 9 years
   - ____ c. 10 to 19 years
   - ____ d. 20 or more years

DC 32-179 OFFICIAL SCANNING CORPORATION

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A. PROBLEM AND OBJECTIVE

Local and decentralized control of public schools has been American tradition beginning with the folk based schools early in the history of our country. We still, in the broadest sense of the word, have maintained local control of schools through the local board of education. However, local control in the sense that the local community has much to say about what happens in its school, has almost passed from the educational scene. Community control in this manner implies much more than having a board of education that makes decisions about education at the local level. Parsons (1970) defines community control in the following way.

> In brief, a community controlled school is a school in which parents, students or residents who form a self-defined "community" previously lacking control exert extensive decision-making power over the policies of the school or schools serving that community [p. 1].

Parsons explains that "community" in this sense is a crucial word separating this form of control from most instances of local control.

Not only does the concept of community control have great significance for the general public being served by the schools, but it also has perhaps even greater significance for the urban black and minority poor Americans who are increasingly concerned with controlling the public education in their communities.

As America evolved from a rural nation into an industrial giant, the movement from the farms and small communities into the cities resulted in the ever increasing centralization of government. In the name of economy, efficiency, and improvement of services, the centralization of the public schools in the large urban areas developed into complex bureaucracies, totally lacking in (in many instances) responsiveness to community needs.

Fantini et al. (1970, p. 98) maintain that the tremendous concentration of power in the central bureaucracies of school systems (especially powerful in the urban areas) is basic to the lack of responsiveness to community needs. He further points out that this bureaucratic way of running schools has caused a frustration that has resulted in the movement toward community control, and that a redistribution of power is essential in the development of educational policy.

As early as 1927, Counts (p. 16) asserted that control of schools rests in the hands of the people drawn from the more favored economic and social classes. Counts insisted that this fact shapes the nature of the educative process and that schools reflect the values of the dominant classes, mostly business and professional people. Recent community analysis research reported by P. Coleman (1971) shows that an upper class power elite actually rule in the large urban areas. According to P. Coleman very few citizens actually participate in the community decision-making processes.

J. Coleman (1970, p. 70) cites two very real threats to community control. The first is the domination of the political structure by the property owning classes, including the social and business elite, whose first desire is to see <u>their own</u> children receive maximum benefit from the educational system, and whose second desire is to keep property taxes low. The additional threat pointed out by J. Coleman is the role of the professional administrator--the dominant force in decision-making. Very often the intentions of the school board and the implementation of its policy are hampered and undermined by the professional bureaucracy. Fantini et al. (1970, p. 68) cite interference from the

professional bureaucracy as the decisive factor in the failure of the New York City school integration policies. In relationship to this issue of control Fantini (1969, p. 32) states seven premises which he feels deserve attention.

1. Public education is generally failing.
2. Public education is a governmental function.
3. At present quality education means performance in basic skills at or above grade level.
4. Growing complexities of the educational process is no cause for attrition of the concept of public control.
5. Public education is a universal right.
6. The public has a right to determine educational policy.
7. Urban education is synonymous with education of low income minorities.

School boards and professional educators have a responsibility to improve the schools. Bold new policies and approaches need to be developed to effect community control. Sizemore (1969, p. 25) declares that if the urban poor are to make the schools responsible to their needs, they will have to devise a mechanism for gaining power to control in order to:

1. Develop a more accurate conceptual framework to understand reality.
2. Achieve a better understanding of themselves.
3. Become aware of the conceptual maps of those who wish to interfere.
4. Create associations and insights which lead to better alternatives for the solution of their problems.

Americans expect a great deal from their schools and, according to Campbell and Layton (1969, pp. 3 - 16), these expectations appear to be increasing, particularly, expectations that schools contribute to the national security, economic growth, social mobility and improved citizenship. Our greatest effort in the past to involve the community in meeting these needs has been involvement in compensatory educational programs

but this kind of involvement is often too late to be effective in dealing with causative factors. Flores (1971) in his article on community involvement points out that the establishment realized during the racial unrest of the 60's that they could not handle these racial problems without having minority groups serving on advisory groups. In the same article Flores states that community involvement solved many problems as well as prevented potential problems from arising by keeping channels of communication open.

To overcome a sense of powerlessness school boards and local school administrators should begin to put out the welcome mat and invite some authentic participation from the public which they serve. Goldberg (1971) notes that parents need to be involved in school decision-making by:

1. Defining the needs of their children and in determining how to do the job to meet their needs.
2. Goals need to be squared with reality. Parents need to be made aware of what is reasonable from a cost standpoint, what is academically sound, and what has been tried with what results.
3. Parents need to know where they fit in. Where does community control begin and end? The issue will have to be faced up to.

The degree of local control and the maintenance of central power often determines the extent to which community control can even be exercised. Fantini et al. (1970, p. 251) feel that in a free society, the shift of power to the community that was formerly powerless is a clear example of society responding to the demand for social change. In arguing for community control they further state that:

> Community control, to the extent that it follows democratic procedures, carries its own seeds of renewal. Its very reason for being, it must be remembered, is as a reaction to rigidities and unresponsiveness [Fantini et al., 1970, p. 232].

Although we have not completely ignored the importance of community participation in the past, we have not encouraged (or in many cases even permitted) parents to be true partners. Gittell (1969) feels that our older ways of exercising control over school matters have failed because those in control have excluded the public from its proper role in policy making. He forsees not an abandonment of professional involvement in policy making, but rather an effort to achieve a proper balance between professional and public involvement. Gittell (1969, p. 365) states that community control must involve local control over key policy decisions in (1) personnel, (2) budget, (3) curriculum, (4) pupil policy. Along the same line, Robinson (1970, p. 50) argues that the task for lay and professional groups in education is to develop organizational sturctures in education that will meet the needs of a complex, urban society and at the same time protect and guarantee the desire of local citizens for close involvement in the affairs of their educational institutions.

The researchers in this project are convinced that for all the reasons mentioned in the preceding section that community involvement in educational policy making is necessary; however, the focus of this particular project will be narrowed to community involvement in one specific area of policy-making; i.e., the curriculum.

Traditionally there has been community involvement in curriculum decision-making only at the highest levels and only by the more distinguished members of the community. A good example of community involvement in this way is given in a 1970 publication - Goals for Education in Georgia.

The Georgia State Board of Education appointed 11 distinguished Georgians to an Advisory Commission on Education Goals. The Commission members were selected on the basis of their broad collective experience and included by occupation a federal judge, two university presidents, a physician, two industrialists, a banker, an attorney, two business executives, and a former president of the Georgia Congress of Parents and Teachers. Through the leadership of this Commission and with assistance of highly qualified specialists who prepared 19 position papers about Georgia's current status and probable status in 1985 with respect to the social, economic, technological, political and cultural environment, statements of goals for education in Georgia were formulated. These statements of goals (77 statements) are organized under the following major headings: The Individual and Himself; The Individual and Others; The Individual and the Governing Process; The Individual and Social and Economic Institutions; The Individual and His Physical Environment; The Individual at Work; and The Individual at Leisure.

The approach used by the Georgia State Board of Education to formulate educational goals is not at all typical in this kind of endeavor. One of the researchers in this project (Mullen, 1969) used a similar method to develop a statement of the "Values, Societal Needs, Educational Objectives and a Curriculum Framework for Education in Afghanistan." However, the need for community involvement outlined earlier in this paper is not satisfied by developing educational goals in this manner. What is needed is an approach that gets the community involved at the local level in the formulation of educational goals.

B. PRIORITY EVALUATION

In searching for ways to involve the community in determining policy for a school curriculum at the local level one of the researchers came across an article in The Economist (1970 pp. 76-77) which revealed a new method of research being developed by the Social and Community Planning Research Institute in London, England. The aim of this research is to arrive at measurements of community preferences so that priority values can be quantified. This approach extends traditional attitude survey measurements by allowing and insuring that respondents understand the concept of trade-off preferences. The principle on which this approach is based is similar to the economist's indifference curve approach. By seeing which different "mixes" of a number of variables provide equal satisfaction, it can be revealed how one aspect is valued higher or lower than others. It was a principle first applied in an environmental context by The Institute for Research in Social Science, University of North Carolina (Wilson, 1962).

Hoinville (1970, pp. 33-50) describes the method being developed by the Social and Community Planning Research Institute (SCPR) for evaluating community preferences. In essence the method is to ask people to choose a "mix" of variables from a range of competing alternatives. The way that respondents choose provides an indication of the trade-off values of individual items. Hoinville claims that the main limitation of attitude research is that respondents are not forced, as they are in a behavioral situation, to trade-off some of their preferences against others. A purchaser with limited wealth must constantly weigh priorities and preferences in order to decide for which factor he will accept some element of

sacrifice in order to gain in others. A method of combining behavior and attitude which is used in the London research effort is to see how people describe their existing situation and then to go on to establish the direction in which they prefer changes to occur. The steps followed in applying the method are: first, respondents are presented with a range of standards for each environmental situation (for example, a high, medium, and low standard); next they are asked to identify the standard which best corresponds to their own existing situation. Last of all, the respondents are given a hypothetical sum of money which is insufficient to purchase the most favored standard for each situation. Then they are asked to purchase the standard which they would find acceptable for each situation in the optimum mix. In order to force respondents to consider with equal care the standards which they rejected SCPR includes a free base line (no cost) low standard for each situation which automatically results if respondents chose to spend no money at all on that situation.

Preliminary evaluation of the priority evaluation approach by SCPR indicates that the method works and yields information which has not hitherto been available.

> The position at this point in time is that a good deal of development work has taken place to turn the basic concepts into a workable research method from the point of view of data collection and data processing. We are at a point now where an equal amount of development work is necessary in terms of the application of the method as a problem-solving tool. As with all survey projects, the main strength or weakness of the Priority Evaluation approach rests not in the method itself but in its application Hoinville, 1970, pp. 47-48 .
>
> Perhaps the main value and advantage, however, of the Priority Evaluation approach is its flexibility. It can examine the preference structure at a micro level in order to establish differences between different types of persons, different types of situations, large and small changes in individual variables, and

so on. It is a method which can be used to yield aggregate community values, but, more important, it can be used to examine how these aggregates are formed [Hoinville, 1970, p. 49].

The usefulness of this micro examination approach is self-evident. The success of cost/benefit analysis, for example rests heavily on its ability to illustrate how the "gains" and "looses" are distributed between different sections of the community. The question of who places what values on which factors is as important as the compilation of the aggregate amenity value, and it is this aspect which is most appropriate for the Priority Evaluator approach [Hoinville, 1970, pp. 49-50].

Finally, it would be misleading to suggest that the method does not have problems and limitations of its own. Its very recent origins mean that a lot more development work needs to be done, and a great deal is also likely to emerge from its general application. However, sufficient has been done to suggest that the method can take its place alongside others as an evaluation tool to be employed [Hoinville, 1970, p. 50].

C. SCHOOL PROGRAM BONANZA GAME

After studying carefully the Priority Evaluator approach and exchanging questions and information with Gerald Hoinville of SCPR a beginning was made by the author of this particular paper to develop a Priority Evaluator to be used with pupils, parents, and staff to determine curriculum program priorities. The first step was to decide upon the main categories or variables to be used in the Priority Evaluator. This was done by drawing upon the work which the researcher had done in Afghanistan (Mullen, 1969) to develop educational goals for that nation and by going through the 77 goal statements in the Georgia State Department publication -- Goals for Education in Georgia -- and typing each statement on a separate card. The statement cards were then grouped in categories which appeared to the researcher to be discrete. The categories were named -- THE 3 R'S; THE SOCIAL WORLD; THE WORK WORLD; THE ARTS; HEALTH, PHYSICAL DEVELOPMENT AND SAFETY; MAKING CHOICES; RELATIONSHIP WITH OTHERS; and DEVELOPMENT OF SELF. Several professional colleagues from the curriculum

department and several graduate students in the educational administration department at the University of Georgia were asked to review the categories and the appropriateness of each goal statement to each category. These colleagues and graduate students were also asked to judge the comprehensiveness or inclusiveness of the categories. The categories were judged to be adequately inclusive and after the goal statements were revised on the basis of the first judgment, they were then judged to be appropriate for the categories. From the goal statements in each of the nine categories the researcher constructed a range of three choices from a minimal or existing, to a medium, to a higher level position or standard. The next task was to represent these standards pictorially. A graduate art student at the University of Georgia (Ronald Cole) was commissioned to work with the researcher to make the pictorial representations on 5 x 8 cards.

When these cards were constructed the researcher took the materials to a public school administrative group with whom he was working on a program improvement project in Coweta County, Georgia. This group included teachers, counselors, principals, supervisors, curriculum specialists, and the superintendent of schools. The idea of developing a priority evaluation survey instrument was explained to them. They were asked to examine the nine categories, the goal statements listed in each category, the range of choices used for each category and the draft pictorial representations of the categories. All comments were noted and incorporated in a later revision. The Coweta County group agreed that the survey form should be developed and that we should conduct the survey at the elementary school level that spring -- 1971. (See Appendix

A -- "Better Schools: Newnan Shoots for 'Prize'" Atlanta Constitution, Sunday May 9, 1971.) At this same meeting arrangements were also made to present the pictorial representations to pupils, parents, and staff. Pupils and parents of both races from low, medium, and high socio-economic groups were interviewed and presented the pictorial representations. In each case the person interviewed was asked to explain what each picture suggested as far as school programs were concerned. Any time a person interviewed was not able to give an explanation which was consistent with the intended meaning of the pictorial representation, then the picture was changed until the pupil or parent was able to reflect the intended meaning. The same procedure was then used with selected members of the professional staff from the elementary, junior and senior high school.

Using the general format developed by SCPR for the Priority Evaluator, the pictorial representations were arranged into a program priority survey called the School Program Bonanza Game. Matchsticks were used by SCPR to represent money in order to eliminate the need for respondents to struggle with the mental arithmetic involved in calculating the alternatives which they could buy. Since matchsticks were deemed inappropriate to a school population it was decided that paperclips would be used to represent money for the School Program Bonanza Game.

There remained the problem of attaching a money value to each standard within each variable. The SCPR decision to include a free base line for the first standard in each variable in order to force respondents to consider equally carefully the standards which they rejected was also adopted for the Bonanza Game which meant that the first standard for each variable had a zero dollar ($ 0) value. For the second and third

standards in each variable decisions were made to arbitrarily assign money values using the general money value pattern that SCPR used in their environmental study. It was recognized that the monetary values assigned had no basis in fact, but were used to convey relative values as a means of conveying the buying principle to respondents.

The directions for the School Program Bonanza Game were developed and, again the SCPR environmental study was used as a model for developing the directions. One important part of the SCPR directions was to instruct respondents that they could change their choices until they were satisfied that they were getting what they wanted. This particular instruction is intended to increase the degree of reality in that it permits a maximization of the flexibility of choice which allows respondents to move gradually toward their ideal, rather than force them to indicate an optimum solution in one attempt.

The various components were assembled and a small number of Bonanza Games were printed. These proof copies were taken to Coweta County and the researcher personally administered them to a sample population of pupils, parents, teachers, and administrators. Each administration was followed by an interview with the respective respondent concerning the directions, the actual playing of the "game" and recording the answers. As a result of this trial run some minor changes were made and the Bonanza Game was sent to the printer.

THE scoring procedure used was one developed and reported by Hoinville (1970), co-director of the Social and Community Planning Research Institute in London, England. If 4,425 persons responded in the first category --

The 3 R's in the following fashion, then their scores would be figured so:

1. The 3 R's

%		n	$ spent		
20%	a.	854	(0)	20% X 1 =	20
33%	b.	1454	(2 or $200)	33% X 2 =	66
47%	c.	2120	(4 or $400)	47% X 3 =	141
Total		4425			227 score

Scores were developed for the ratings (poor - % x 1) + (fair - % x 1.5) + (ok - % x 2) + (good - % x 2.5) + (great - % x 3) of each category in the same fashion as illustrated above. As can be seen in the above procedure, if all 4,425 respondents had placed their money in the $400 (College Prep) emphasis of the 3-R category, then the score would have been 300. If all 4,425 respondents had placed their money in the $200 (Learn Enough Basic Skills to Finish High School) emphasis, then the score would have been 200. If none of the respondents had placed his bills in this area and had checked $0 then the score for that category would have been 100. Using this scoring procedure the categories can be ranked in order of priorities. The category with the highest score would indicate that more of the respondents checked (c) and/or (b) than (a). Inversely, the category with the lowest score would indicate that more of the respondents checked (a) (did not spend any money) than (b) and/or (c). So too on the rating side -- the more respondents who checked great as a rating for that category the closer the score would be to 300.

The data were analyzed and reported in many different ways, but the analyses most manageable and usable immediately were those for the over-all

system and for the individual school Summary information giving frequency, percentages and scores were given for totals and by positions.

Working with the data, decisions can be made to work on high priority areas rated poorly; or on areas which show large discrepancies as far as priorities are concerned; or on areas which the races or sexes are in conflict about; or, any other alternative as decided upon by the people involved. Although every school has contributed to the overall system data, each school can look at its own data and individualize the school improvement program.

In May of 1971 the Bonanza Game was administered to 4,428 pupils, parents and staff of the Coweta County elementary schools grades 1 - 6. Of this total 1, 954 were 4th, 5th, and 6th grade pupils; 2,220 parents; and 234 professional staff played the Bonanza Game to determine priorities and ratings for the elementary school program in Coweta County. Data analyses were made for the total system and for each individual elementary school in the system. That summer (1971) the principal of each elementary school worked with a selected team of teachers in his school analyzing the Bonanza Game data from his particular school and developing plans for program improvement. These plans and the underlying rationale were presented to parent representatives and to central office staff for further revision during the 1971-72 school year.

During the Fall of 1971 the Bonanza Game was administered to 2,859 pupils, parents, and staff of the Coweta County secondary schools grades 7 - 12. Of this total 1,732 7th, 8th, 9th, 10th, 11th, and 12th grade pupils; 1,036 parents; and 91 professional staff played the Bonanza Game

to determine priorities and ratings for the secondary school program in Coweta County (Ends & Mullen, 1973, pp. 226 - 247). Again data analyses were made for the total system and for each secondary school in the system. The secondary principals handled the data report somewhat differently than the elementary principals did. At each secondary school representative pupil, parent, and professional staff advisory committees were formed. Each advisory committee was asked to examine the data report for the total secondary program as well as for their particular school. They were asked to look at the data from the standpoint of their particular constituent group (parents, pupils, and staff) and to make recommendations to a school building steering committee concerning the program priorities that the data reported seemed to indicate for their group. The school building steering committee was composed of: the principal as chairman, each advisory committee chairman, and a member of the opposite race from that same committee, and one or two other professional staff appointed at the discretion of the principal. The school building steering committee worked at reconciling differences (where they existed) between and among the advisory group recommendations. A final program emphasis in a priority hierarchal order for each of the 9 program areas in the Bonanza Game was agreed upon. These plans were forwarded to the central office staff which reviewed the recommendations from each school. The central office staff prepared a secondary school system report which outlined the program emphasis for the system where congruencies occurred among the secondary schools for each of the 9 program areas. The central office staff also outlined program emphases for individual schools in areas where the reports from the schools indicated that the program emphases were particular to the individual school. This central office report with recommendations

for implementation was presented to the superintendent for administrative action.

The Coweta County study (1970-72) was the first attempt to develop a way of involving the community in making decisions about educational goals through the use of a Priority Evaluator technique. Concomitant with the objective, to involve the community, the Coweta County study was used as a vehicle to develop the Bonanza Game and to test the efficacy of such a technique for community involvement in setting educational goals. The study was successful on both counts. As far as community involvement was concerned over 7,000 people took part in playing the Bonanza Game which gave them an opportunity to make priority decisions and to rate their existing situation as concerns the 9 program areas specified in the game. A total of 3,686 students (grades 4 thru 12) and 3,256 of their parents participated in this priority survey. It is remarkable that 88% of the parents given an opportunity actually responded and "played the game." Pupils, parents, and professional staff were also involved in face-to-face contact in making recommendations that grew out of data that came from the survey. As far as the reaction to the Bonanza Game the overall response was high enthusiasm. Each principal was asked to poll his teaching staff for their general reaction to the Bonanza Game as a survey technique. The general staff reaction was that the Bonanza Game had a "Turning On" effect in contrast to most surveys which "Turned Them Off." There was, however, much scepticism about the game as to whether or not it or any other survey instrument could deal with such a complex area as setting educational goal priorities. The staff was also sceptical that anyting would come from all this involvement. The teaching staff was requested to ask the pupils how they and their

parents liked the Bonanza Game. The answers reported ranged from some negative comments to the majority reporting that "it was ok -- kinda different -- we liked it and our parents liked it" to some enthusiastically favorable responses. The Coweta County Personnel Director (in charge of coordinating the study) reported that he had two negative telephone calls about the Bonanza Game. In both instances, parents expressed serious concern that the majority of parents might not identify the same program priorities as they did and the survey would result in changing the present educational program toward some directions that they did not want their children involved with.

The Bonanza Game in its preliminary developmental stage had come through the Coweta County study with flying colors, the challenge now was to smooth out the rough edges. There was no data basis for the assignment of monetary values (dollar amounts) to the second and third standards in each of the nine variables. There was also no data basis for the ranking of the three standards in each of the nine program variables.

In order to take steps to establish a research base for further development of the Bonanza Game, the local chapter of Phi Delta Kappa at the University of Georgia was asked to consider the further development and refinement of the game as a special project. A meeting with the officers and sponsors of the Phi Delta Kappa local chapter was requested and held. At this meeting the Coweta County project was explained, the Bonanza Game, some of the data gathered through its use were presented, the need for further refinements through a research project was outlined, and financial support requested. The local chapter carefully considered the request for support and made a grant of $1,500 to establish the data base.

The Clarke County School System in Athens, Georgia agreed to participate in a study which would provide the needed data base. Three elementary schools (grades 1 - 5), two middle schools (grades 6 - 8), and one senior high school (grades 9 - 12) which represented the various sections of the Clarke County Community. Three experiments were actually conducted in each of these six schools. The results of this study are described in another paper which is being prepared at this writing. An outline of the study and general results are given below.

Experiment One. Four dollar amount alternatives were randomized on four different forms of the Bonanza Game. All four sets of dollar amounts randomly appeared on every form. The original form was also used so that the five forms were randomly distributed to gather data from the same population. The general results indicated that students, teachers, and parents responded pretty much the same way regardless of the dollar amount assigned to each picture.

Experiment Two. The order of the three pictures in each area was randomized and no dollar assignments were given. Three forms each with a different randomized order of pictures and the original form were randomly distributed to gather data from the same population. The dollar assignments on each form were compared to see if there were definite variations both in the assignments of amounts to each picture and the pattern of assignments to the three pictures. The general results indicated that there were no significant variations in either the assignment of amounts or the pattern of assignments to each picture. These results supported the original notion that the amount of money assigned to each picture was not critical and that the use of money was primarily useful as a vehicle for making priority decisions.

Experiment Three. The original form and the same three forms with randomized pictures and no assigned dollar amounts that were used in "Experiment Two" were also used in this experiment. However, this time the respondents were asked to rank order the three pictorial alternatives for each area. These rank orderings were compared to the original and to each other based upon responses from the same population. The general results of this experiment led to changing the pictorial arrangements in three of the areas. In area "3. The Physical World" the data indicated that the first and second pictures should be reversed. In area "5. The Arts and in area "6. Health, Physical Development, and Safety" the data indicated that the second and third pictures should be reversed.

In this Clarke County study, the following table shows the number of persons who participated at different school levels.

Table 1

	Elementary (grade 5)				Middle Schools (grades 6 - 8)				Senior High (grade 9-12)				All Schools			
	Students	Parents	Staff	Total	Students	Parents	Staff	Total	Students	Parents	Staff	Total	Students	Parents	Staff	Total
Exper. I	74	15	30	119	110	27	26	163	124	17	21	162	308	59	77	444
Exper. II	99	38	20	157	105	26	20	151	125	33	20	178	329	97	60	486
Exper. III	74	13	26	113	77	34	22	133	108	34	22	164	259	81	70	410
Totals	247	66	76	389	292	87	68	447	357	84	63	504	896	237	207	1340

Another experiment to check reliability is being conducted in an elementary school in Fulton County, Georgia. In this school parents (N-103) students (N-117), and staff (N-6) were given the "Bonanza Game" in January 1973 and the "Game" was readministered to the same population four months later in May. This data has not been analyzed as yet but a visual inspection of the results indicate a high correlation.

The Bonanza Game has now been used in four different school systems in Georgia. Students from fourth through twelfth grade, and parents and certi staff from first through twelfth grade have participated in these surveys. The school systems have been of various racial composition and of various socio-economic status. The following table shows the number of people in the four school systems who have taken the survey.

Table II

Georgia School System	Coweta County	Atlanta	Fulton County	Clarke County	Total
Students	3,686	896	117	868	5,567
Parents	3,256	237	103	175	3,771
Staff	325	207	6	195	733
Total	7,067	1,340	226	1,238	10,071
Grades Surveyed	1 - 12	4 -8	4-7	5-12	

E. THE DATA REPORT

A computer program has been written which gives information about the persons who respond and the priorities and the ratings for each of the nine areas. Appendix B gives an example of the information given. A page similar to the example in Appendix B would be given for each of the followi

1. All Respondents
2. Students
3. Teachers
4. Other Certified Staff (principal, asst. principal, etc.)
5. Parents
6. Interested Laymen
7. Board of Education Members

The number next to the category gives the score for the priority on the left and for the rating on the right. On the priority side a score of 300 would indicate all respondents put their money on the bottom picture in the Bonanza Game; 200, the middle picture; and 100, no money spent. On the rat side 300 would indicate a rating of Great; 250, Good; 200, OK; 150, Fair; a 100, Poor. Any rating score below 215 indicates a rating less than satisfac The numbers in the columns underneath the score indicate the percentages of people who responded in that area.

The highest score for a particular area indicates the highest priority for that area. In the example given (Appendix B) the hierarchy of priorities is as follows:

263 The 3R's
211 The Arts
208 Health, Physical Development & Safety
198 Development of Self
192 Relationship with Others
192 Work World
189 Physical World
178 Making Choices
165 Social World

Priority hierarchies can be compared between and among groups as illustrated in Appendix C. In fact it is recommended that in analyzing the data representatives from each group; i.e. students, teachers, parents e

be given the data report for their group with instructions to try to give the underlying reasons why people from their group responded the way they did when they played the Bonanza Game. Interaction can begin in a negotiation session between and among representatives of various groups to agree to a single hierarchy. During these negotiation sessions each group should attempt to educate the others as to why they believe their hierarchy of priorities is best for the overall school.

The data showing percentage of respondents is useful in determining a curriculum thrust in each of the nine categories. For example in the area "Social World" as shown in Appendix B the score 165 places this category last in the hierarchy but even though it does not rate as a high priority the data can be useful for giving direction to the social studies program. Since 44.34% of the respondents felt that "Learning Enough Social Studies to Get Along," was OK, and 46.23% spent $200 to indicate a preference for "Learn Bas Facts About How Men Live Together;" then the mandate to provide a social stud program in grades 1 through 5 that provides basic facts necessary to emphasiz citizenship education can be inferred. Of course, in the negotiation process emphases within an area should also be negotiated. Hypothetically in the social studies example given above one of the groups might have had a high percentage of respondents spend money for a "Problems" approach in social stu and in the negotiations they might have convinced the other groups that a "Problems" emphasis is best for all concerned so that this would end up as "the emphasis" to be taken.

F. PUBLIC RELATIONS PROGRAM

The best results in using the Bonanza Game it is important to carry on a public relations program from the very beginning. Radio, newspaper, PTA meetings, class carry-home announcements and the such are all important ways to inform the public about the Bonanza Game and how it will be used.

Before and during the negotiation process it is critical that the public relations program be active. As groups develop their rationales for the data from their group these rationales should be made public. PTA or oth public meetings can center around the group reports. The results of negotia sessions should be publicized and when finally some consensus is reached the public should be made aware of it.

The strong points of the 'School Program Bonanza Game are: 1) it is sim and easy to administer and use, 2) it provides a vehicle for widespread involvement, 3) it provides a vehicle for program individualization and development and 4) it is relatively inexpensive. The data obtained from the Bonanza Game are not intended to provide answers, but they are intended to provide a base line through which a process of involvement may begin in orde to arrive at program direction which take into account the wishes of the entire school community.

G. ADMINISTRATION AND COSTS

The Bonanza Game is designed to be used by groups of students grades 4 through 12; parents of students from grade 1 through grade 12; certified professional staff grades 1 through 12; interested laymen; and Board of Educ Members. The survey is not effective with just one of these groups. Minima parents and certified staff should be involved. Because it is designed to be given to groups the Bonanza Game is sold in minimum quantities of 250 games and 500 answer sheets. The cost for this packet which includes data processing and report for 500 answer sheets is $.25 per answer sheet or $125. Quantities of Bonanza Games under 250 without accompanying answer she are $1.00 per game.

Five hundred answer sheets and 250 games would be a sufficient amount for an elementary school. This would allow for 200 students and their paren from grades 4, 5, and 6, all the certified staff in the school, the Board

of Education members, and the remaining answer sheets distributed randomly among parents in lower grades and interested laymen. Each game has two strips of $100 bills which means that it can be used twice. Twenty small objects such as paper clips or beans can be used in place of the $100 bills.

It is recommended that the principal study the directions carefully, play the game and fill out the answer sheet himself. The principal administers the game to the staff, Board of Education members, interested laymen, and parents of students below fourth grade. The teachers of students in grades four and above administer it to the students and the students take them home in 9" x 12" envelopes. Answer sheets sent home must be in envelopes because if they are folded then they cannot be used. The students administer or at least help the parents understand the mechanics of the game. Teachers need to press students to return answer sheets the same that they might for an important school record. For an example of a letter that a principal might write and send home with the Bonanza Game see Appendix D.

For a larger elementary school or a junior or senior high school, 1,000 answer sheets and accompanying 500 games is $.20 per answer sheet or $200. Again, this cost includes data processing and report. If all the schools in a system want to participate so that more than 2,000 respondents are involved the cost is reduced to $.175 per answer sheet, accompanying Bonanza Games and data analyses.

The way to figure how many answer sheets are necessary is to decide which students and how many are to be used in the survey. A table of random numbers can be used to make a random selection if desired. Double the number of students to be surveyed. Add to this number the total certified professional staff, the parents of students not in grades 4 through 12 if they are to be included, Board of Education members, and interested laymen.

Example

Three classes of fourth grade students (3 x 25)	75
Parents	75
Three classes of fifth grade students (3 x 25)	75
Parents	75
Professional certified staff	30
Selected parents from grades 1, 2, and 3	100
Board of Education members	15
Interested Laymen	55
	500

One to 250 copies of Bonanza Game $1 per copy
At least 250 Bonanza Games, 500 answer sheets and a data report @ $.25 per answer sheet $125
At least 500 Bonanza Games, 1,000 answer sheets and a data report @ $.20 per answer sheet $200
At least 1,000 Bonanza Games, 2,000 answer sheets and a data report @ $.175 per answer sheet $350

Postage and, for orders of 250 Bonanza Games or more, a $5 handling charge will be added.

Address all inquiries to:

School Program Development Corporation
147 Chinquaping Way
Athens, Georgia 30601
Telephone # area 404/549-4206

To place an order write to the above address stating how many Bonanza Games are requested. The answer sheets and Bonanza Games will be sent along with a billing statement.

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APPENDIX A

Atlanta Constitution
Sunday, May 9, 1971

BETTER SCHOOLS

Newnan Shoots for 'Prize'

NEWNAN, Ga. - There's a new game in town. Four thousand people will play it, and everybody wins the grand prize - an improved elementary school program for Coweta County school children.

It sounds frivolous to suggest that an improved elementary program could be pulled out of a hat and offered as a game prize. And when one sees intelligent men and women, some of them professional educators, playing the game, shuffling gem clips back and forth across a comic strip page, he knows for sure that the school system has gone bananas.

Actually, the system's gone "Bonanza," and there's a method in its madness. The school system wants to find out what kind of education students want, what kind of education parents want for their children, and what they think about the present elementary school program. The "School Program Bonanza Game," with its comic strip format and gem clips, is scientifically designed to give the answers.

THE BUSINESS of evaluating a school program has traditionally involved only the professional staff, but, rather than being arbitrary about it this year, the Coweta County School System's elementary planning committee recommended that students and lay people be brought in on the decision-making.

Including the school community in curriculum planning is unusual in education but the committee felt that professional attitudes and ideas in a school system can become so ingrown that the system becomes divorced from the community and no longer serves its total educational needs.

Dr. David Mullen, Professor of Education at the University of Georgia, was commissioned to design a survey form for Coweta County, and the "Bonanza Game" is the result. The areas and choices used in the game were derived from the "Goals for Education in Georgia" developed by the State Department of Education.

In Dr. Mullen's words, "It is easy to realize that any one school or school system cannot hope to accomplish all of these goals.

"THE 'BONANZA Game' helps to discover the goal area priorities which exist in any particular school community. In addition, it provides for a perceived overall rating of 'poor', 'average' or 'good' for the existing program."

The "goal area priorities" listed on the game are the three R's; social studies; science; vocational; the arts; health, physical development and safety; making choices; relationships with others, and development of self.

Students, teachers, and parents in schools housing primarily the elementary grades; citizens advisory committees, and others interested in education in Coweta County will make their desires known via the game next week. Their opinions will be computerized at the University, and, when the results are in, the school system can move foreward with the elementary program using the educational priorities of the school community as a foundation for improvement.

SCHOOL PROGRAM BONANZA GAME

Date March 1973

School System Fulton Country School Name Utoy Springs

City or Town Atlanta State Georgia

PRIORITIES				All Respondents Grades 1-5		RATINGS		
N-0 0	N-51 W	N-55 B	N-106 ALL			N-106 ALL	N-55 B	N-51 W
	275	253	263	(1) THE 3 R's		248	255	241
	0.0%	12.73%	6.60%	Get Along	Poor	0.0%	0.0%	0.0%
	25.49%	21.82%	23.58%	Basic Skills	Fair	3.77%	3.64%	3.92%
	74.51%	65.45%	69.81%	College	OK	28.30%	21.82%	35.29%
					Good	35.85%	36.36%	35.29%
					Great	32.08%	38.18%	25.49%
	159	171	165	(2) SOCIAL WORLD		221	227	214
	49.02%	40.00%	44.34%	Get Along	Poor	5.66%	1.82%	9.80%
	43.14%	49.09%	46.23%	Basic Facts	Fair	14.15%	18.18%	9.80%
	7.84%	10.91%	9.43%	Problems	OK	27.36%	23.64%	31.37%
					Good	38.68%	36.36%	41.18%
					Great	14.15%	20.00%	7.84%
	198	180	189	(3) PHYSICAL WORLD		227	237	217
	39.22%	45.45%	42.45%	Live more easily	Poor	1.89%	0.0%	3.92%
	23.53%	29.09%	26.42%	Know About	Fair	12.26%	10.91%	13.73%
	37.25%	25.45%	30.19%	Career	OK	35.85%	29.09%	43.14%
					Good	29.25%	34.55%	23.53%
					Great	20.75%	25.45%	15.69%
	190	195	192	(4) WORK WORLD		217	228	204
	37.25%	40.00%	38.68%	No Planned	Poor	8.49%	7.27%	9.80%
	35.29%	25.45%	30.19%	Study Work	Fair	19.81%	12.73%	27.45%
	27.45%	34.55%	31.13%	Train On Job	OK	24.53%	23.64%	25.49%
					Good	24.53%	29.09%	19.61%
					Great	22.64%	27.27%	17.65%
	206	216	211	(5) THE ARTS		239	243	235
	29.41%	20.00%	24.53%	No Planned	Poor	1.89%	0.0%	3.92%
	35.29%	43.64%	39.62%	Perform	Fair	14.15%	20.00%	7.84%
	35.29%	36.36%	35.85%	Everyday Life	OK	21.70%	14.55%	29.41%
					Good	28.30%	25.45%	31.37%
					Great	33.96%	40.00%	27.45%
	202	215	208	(6) HEALTH, P.E. & SAFETY		233	243	222
	13.73%	12.73%	13.21%	No Planned	Poor	3.77%	3.64%	3.92%
	70.59%	60.00%	65.09%	Athletics	Fair	15.09%	10.91%	19.61%
	15.69%	27.27%	21.70%	Everyday Life	OK	22.64%	14.55%	31.37%
					Good	29.25%	38.18%	19.61%
					Great	29.25%	32.73%	25.49%
	178	178	178	(7) MAKING CHOICES		221	231	211
	47.06%	49.00%	48.11%	No Planned	Poor	2.83%	1.82%	3.92%
	27.45%	23.64%	25.47%	Traditional	Fair	14.15%	9.09%	19.61%
	25.49%	27.27%	26.42%	Beliefs	OK	39.62%	38.18%	41.18%
					Good	24.53%	27.27%	21.57%
					Great	18.87%	23.64%	13.73%
	169	213	192	(8) RELA. WITH OTHERS		222	232	211
	47.06%	25.45%	35.85%	No Planned	Poor	11.32%	9.09%	13.73%
	37.25%	36.36%	36.79%	Some Attention	Fair	7.55%	5.45%	9.80%
	[illegible]	[illegible]	[illegible]	[illegible]	OK	27.36%	21.82%	33.33%

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				Good	33.96%	40.00%	27.45%
				Great	19.81%	23.64%	15.69%
180	215	198	(9) DEVEL. OF SELF		228	232	224
47.06%	34.55%	40.57%	Compete with Others	Poor	2.83%	1.82%	3.92%
25.49%	16.36%	20.75%	Up To Standard	Fair	15.09%	14.55%	15.69%
27.45%	49.09%	38.68%	Compete With Self	OK	27.36%	25.45%	29.41%
				Good	33.02%	34.55%	31.37%
				Great	21.70%	23.64%	19.61%

School System Atlanta Date March 1973

School Grades 1 - 5 Total (Six Schools Surveyed)

Grades 1-5 Total

PRIORITIES					RATINGS			
0[3]	509 B	60 W	ALL	ALL RESPONDENTS N-582	ALL	60 W	509 B	3 0
133	231	197	226	(1) 3 R's	241	208	244	200
200	200	203	201	(2) Work	222	197	225	150
300	195	225	198	(3) Others	227	191	232	133
200	197	188	195	(4) Arts	228	197	232	167
233	195	175	193	(5) Social Studies	223	194	227	167
133	197	170	193	(6) Science	226	193	230	183
133	192	190	192	(7) H., P.E., & Safety	225	193	229	167
267	175	212	180	(8) Choices	220	192	224	167
267	173	212	178	(9) Self	231	193	235	167
0	76 B	5 W	ALL	PARENTS N-84	All	5 W	76 B	0
	247	280	248	(1) 3 R's	230	190	232	
	213	200	213	(2) Social Studies	223	190	226	
	204	220	206	(3) Work	221	190	224	
	208	120	202	(4) Choices	225	190	227	
	208	160	202	(5) Others	227	180	229	
	200	200	201	(6) H., P.E., & Safety	224	170	226	
	192	240	194	(7) Arts	227	200	228	
	187	160	183	(8) Science	226	190	228	
	180	180	181	(9) Self	218	190	220	
0	343 B	23 W	ALL	STUDENTS N-369	ALL	23 W	343 B	0
	232	191	229	(1) 3R's	249	226	250	
	207	187	206	(2) Science	233	217	233	
	199	209	199	(3) Work	232	222	232	
	197	191	196	(4) Arts	237	215	238	
	193	196	193	(5) H., P.E., & Safety	235	222	235	
	191	196	192	(6) Others	235	211	236	
	190	191	190	(7) Social Studies	230	224	231	
	165	196	167	(8) Self	241	213	242	
	164	191	166	(9) Choices	225	207	226	
0	81 B	29 W	ALL	TEACHERS N-115	ALL	29 W	81 B	0
	201	255	216	(1) Others	206	179	216	
	200	231	210	(2) Self	213	184	226	
	216	190	207	(3) 3 R's	223	203	230	
	189	241	205	(4) Choices	205	179	214	
	204	197	203	(5) Work	192	178	197	
	200	179	193	(6) Arts	201	178	210	
	202	159	191	(7) Social Studies	201	172	210	
	181	179	181	(8) H., P.E., & Safety	199	176	206	
	168	159	164	(9) Science	201	174	214	
0	B[5]	W[3]	ALL	OTHER CERTIFIED N-10	All	W[3]	B[5]	0
	240	200	220	(1) Work	205	217	230	
	180	267	210	(2) Others	200	167	220	
	180	233	200	(3) H., P.E., & Safety	195	183	220	
	200	200	200	(4) Self	190	133	210	
	160	233	190	(5) Choices	195	200	200	
	180	167	180	(6) Social Studies	205	183	220	
	160	167	180	(7) Arts	215	233	200	
	160	167	170	(8) 3 R's	215	150	230	
	140	167	150	(9) Science	220	200	220	

APPENDIX D

Dear Patron:

The Pendergrass Middle School is beginning a school improvement program. We need your help to indicate to the teachers what emphasis you desire. Will you help us do this by playing the School Program Bonanza Game?

If you have a son or daughter at several grade levels in Pendergrass, think of the grade level which you would most like to see improved. Check this grade level on the answer sheet and when you play the game, play it for this grade level.

Enclosed you will find:

School Program Bonanza Game
Information and Answer Sheet

One or two parents (guardians) can each play the game separately or together.

1. Play the game
2. Fill out the information and answer sheet.
3. Put the answer sheet back in the envelope and tell your son or daughter to take it back to school the next day.

There are no right or wrong choices. Your school will begin this school year to make program improvements according to the way parents, students, and teachers show are important by their choices when they play the game.

Thank you for helping us to know what emphasis in the school program you want and for helping us to better meet the educational needs of the children.

Sincerely,

David J. Mullen, Principal
Pendergrass Middle School

Americus Times-Recorder TUESDAY, APRIL 9, 1974

New 'Game' Planned At Staley School Here

Everybody's a winner in a new game which will be played by the school administration, faculty, staff, students and parents at Staley Junior High School.

Called the "Bonanza" game, the goal of the program is an improved school curriculum for Staley students.

"Although it is played like a game, results of the 'Bonanza' program can be very helpful determining exactly what kind of education parents, students and school personnel feel is needed at Staley," said Principal Kelsie Daniels. "We want to find out the type of education students want, the type of education parents want for their children, and what they think about the present junior high school curriculum," Daniels stated. The "School Program Bonanza Game," with its comic strip format, is scientifically designed to give the answers, the principal believes.

The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. Each player will be given 20 $100 play money bills and will spend the money according to the amount of educational time and effort he feels should be devoted to a particular area, Daniels explained.

For example, one of the nine areas is devoted to vocational training. If the player feels no planned job preparation is needed on the junior high level, he spends none of his money for that area. If he believes some study about work is needed, he spends $200 for the second category, and, if on the job career training is needed, he spends $400 for the third category. Each educational area has three categories for the players to determine where most emphasis should be placed.

The business of evaluating a school program has traditionally involved only the professional staff, but, rather than being arbitrary this year, Staley's planning committee recommended that students and lay people be brought in on the decision-making, Daniel commented. "Including the school community in curriculum planning is unusual in education, but the committee felt that professional attitudes and ideas in a school system can become so ingrown that the system becomes divorced from the community and no longer serves its total educational needs," he stated.

The "Bonanza Game" survey was designed for Staley by Dr. David Mullen, professor of education at the University of Georgia. Areas and choices used in the game were derived from the "Goals for Education in Georgia" developed by the State Department of Education.

The survey was drawn up to help discover the goal area priorities that exist in any particular school community and results also provide an overall rating of "poor," "Average," or "good" for the existing program. Priorities listed on the game include the three R's; social studies; science, vocational training, the arts, health, physical development and safety; making choices; relationnships with others; and development of self.

The administration, staff, students, faculty and parents interested in the education program at the high school level will make their desires known by playing the "Bonanza Game" on April 15. "Their opinions will be computerized at the University, and, when the results are in, the school can move forward with the junior high program using the educational priorities of the school community as a foundation for improvement," the principal stated.

APPENDIX E

SUGGESTED COMMITTEES FOR WORK GROUPS TO ANALYZE BONANZA GAME DATA

STUDENTS (8)

Males

black college bound _____
black non-college bound _____
white college bound _____
white non-college bound _____

Females

black college bound _____
black non-college bound _____
white college bound _____
white non-college bound _____

TEACHERS (4)

Under 5 years experience
black male _____
5 to 9 years experience
white female _____
10 to 19 years experience
white male _____
20 or more years experience
black female _____

OTHER STAFF (4) _____ _____ _____

PARENTS

Principal - _____

Income to $5,000
black female _____
white male _____
Income to $5,000 to $10,000
white female _____
black male _____
Income to $10,000 to $15,000
white female _____
black male _____
Income to $15,000 to $20,000
black female _____
white male _____
Income over $20,000
black _____
white _____

NEGOTIATION COMMITTEE

2 Students elected by the student work committee

1._____ 2._____

2 Teachers elected by the teacher work committee

1._____ 2._____

2 Other staff - the principal and one other person

1._____ 2._____

2 Parents elected by the parent work committee

1._____ 2._____

SUGGESTED OPERATION PROCEDURE FOR WORK AND NEGOTIATING COMMITTEES

WORK COMMITTEE RESPONSIBILITIES

Each of the above defined committees; i.e., parents, other staff, teachers, and students will follow the steps outlined below.

1. From the computer printout the committee will transfer the data on to charts. It is recommended that black felt pens be used so that multiple copies of the charts can be zeroxed.

2. Each committee member will have a chart giving the data for priorities and a chart giving data for ratings. Committee members will study the charts and then using the last column (the "total"), as a total group, each committee will write a paragraph on each of the nine areas for priorities and for each of the nine areas for ratings. This paragraph should attempt to explain why the committee as a whole feels that their total group (students, teachers or other staff or parents) played the "Bonanza Game" the way that they did.

3. Each committee will next rank order highest score (closest to 300) ranked 1 and lowest score (closest to 100) ranked 9 for the nine priority areas and for the 9 rating areas. After they are ranked, then subtract the ratings from the priorities. See the example below.

Example

Program Area	Priority Ranking	Minus -	Rating Ranking	Equals =	Discrepancy
1. 3 R's	1	-	1	=	0
2. Social World	9	-	6	=	+3
3. Physical World	7	-	4	=	+3
4. Work World	6	-	7	=	-1
5. The Arts	3	-	2	=	+1
6. H.P.E. & Safety	2	-	3	=	-1
7. Choices	8	-	7	=	+1
8. Others	5	-	4	=	+1
9. Self	4	-	5	=	-1

4. Each committee after ranking the areas as shown above will then rank the areas in terms of which program area it believes should receive priority attention and in what direction this attention should take.

EXAMPLE

Priority Ranking	Direction
1. Work World	There were 58% of the total respendents in our group (students or teachers or other staff or parents) who said that some study about work and or job training should be provided. We feel that our present situation in vocational education does not satisfy this need. We recommend that serious attention be given to a career education program that informs people about work and helps them to be better trained.
2. Development of Self	There were 48% of our group who felt that students ought to work on an individual level and 24% felt that students should work against some norm. We feel that the present practice of establishing a curve in a class and grading on the curve should be reconsidered We think that throughout the program it should be decided what a student should try to achieve this learning. He should be graded by his efforts and progress toward reaching specific objectives. At the present time, 67% of our group are not happy about the way this development of self is operating.

and so on for the other seven areas

5. Choose two representatives (where possible one from the each of the major race backgrounds) to work on the negotiation committee.

N.B. Each of the above steps produces results which should be publicized through newspapers, PTA's, homerooms, etc. Results of each step should be turned over to a publicity committee or to the principal for dissemination.

NEGOTIATION COMMITTEE

This committee is composed of two representatives from each of the work committees; i.e.; parents, other staff, teachers, and students. Where desired a board of education member could also serve on this committee.

The negotiation committee will begin working when each of the work committees has completed its work. The principal will serve on the negotiating committee and call the first meeting. The parents serving on the committee will serve as chairman and vice-chairman.

1. From the computer printout, the committee will transfer the data for the total group on to charts.

2. Each pair of representatives will share with the total group their work committees explanations of the priorities and rankings for each of the nine program areas.

3. Then as a total negotiation committee group, a paragraph will be written for each of the nine priority and rating areas that explains why the negotiation committee feels the total group responded as they did on the priorities and rankings.

3. The negotiating committee will use the total group data to rank order priorities and ratings and derive discrepancies. Each pair of representatives will then share with the total group their work committees rank ordering, discrepancies and priority rankings and directions.

4. The negotiating committee will then begin negotiating a priority ranking of the nine program areas and negotiating a direction for each ranked program area.

5. The results of this negotiation of priority rankings and directions should be publicized and an open meeting scheduled. At the open meeting, the negotiation committee should present its decision about priority rankings and directions and then open the meeting for discussion and questions from the floor.

6. On the basis of the open meeting, the negotiating committee should renegotiate any area of concern as to priority and direction. These results should also be publicized.

7. Plans should then be drawn up for recommending an improvement program to the administration.

8. The administration upon receiving the recommendation should outline a plan for moving forward.